Advising with Math in Mind

Huddle 3
College to University Alignment
Advising Students for Degree Completion

• **Factor 1:** Advising students is multifaceted: student expectations, course/curriculum (college-wide), student support.

• **Factor 2:** Program changes between Year 1 and Year 2

• **Factor 3:** Course design
Initial Concerns

- Unclear direction to a career path of student’s choice/interest
- Lack of understanding which math courses are needed for degree completion
- Restructure of math courses: New courses added and/or courses no longer offered
- Rigor of math courses
- Completion time of degree

- Modality of course delivery: face-to-face, blended, or online
- Length of the math course: 6-weeks, 8-weeks, 10-weeks, or 16-weeks
- Structure of the course: Standard or Instructor’s decision (based upon the State’s objectives)
Math Courses Within the SUS (Florida)

- **Factor 1:** Course offerings are not consistent across the SUS institutions, leading to differences in prerequisites.
  
  - *Suggestion 1:* ALEKS placement in specific math courses.
  
  - *Suggestion 2:* Embedded lab-based courses for remedial content.
Math Courses Within the SUS (Florida)

- **Factor 2:** Liberal Arts Math course prerequisites (MGF 1106 and MGF 1107) and Statistics (STA 2023) are inconsistent among SUS institutions.

  - **Suggestion 1:** All SUS follow the same prerequisite recommendations for course offerings
  - **Suggestion 2:** Common course descriptions

- **Issue:** Some SUS institutions may have different requirements stemming from accreditation
Math Courses within the SUS (Florida)

- **Factor 3:** Differences in prerequisites among major courses for other disciplines (Physics, Chemistry, Business, etc.)

- **Suggestion:** Facilitate a discussion with faculty and workforce leaders to determine skills or content needed for upper-division courses
Recommendation 1:
Create/improve online advising programs:
Required use every semester
Gives students a graduation check every term
List courses students still need
List courses students eligible for registration

<table>
<thead>
<tr>
<th>Recommendation (1 imperative statement)</th>
<th>Create/Improve online advising programs student must use every semester that will give students a graduation check every term and list courses students need and are eligible to take.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this a policy or a practice* recommendation?</td>
<td>☐ Policy ☣ Practice</td>
</tr>
<tr>
<td>Is this an institutional (local) or state effort?</td>
<td>☣ Institutional (local) ☣ State</td>
</tr>
<tr>
<td>What is the strategy? 1-2 bullets describing the “what” (i.e., solution).</td>
<td>Require students to either update their advising with the program OR see an advisor in person before they can register every semester.</td>
</tr>
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<td>Why does this recommendation need to be implemented? 1-2 bullets explaining “why” this recommendation needs to be implemented and the impact it will have.</td>
<td>Correctly guide students through their academia career seamlessly. Students are able to complete their math in a timely manner. Students can see how many math classes and which ones to take for degree completion</td>
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<tr>
<td>What resources are needed? 1-2 bullets identifying the resources needed.</td>
<td>Institutional Resources: ITS Support, Advising; State: ITS Support</td>
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## Recommendation 2:
Increase or create math specialist advisors

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| **What is the strategy?**  
1-2 bullets describing the “what” (i.e., solution). | General advisors should direct their questions and concerns to a math specialist when questions arise regarding advising students on mathematics courses. |
| **Why does this recommendation need to be implemented?**  
1-2 bullets explaining “why” this recommendation needs to be implemented and the impact it will have. | Mathematics departments serve almost all students in a college, but either do not have math specialist advisors or only enough to serve students that are math majors. |
| **What resources are needed?**  
1-2 bullets identifying the resources needed. | Institutional Resources: Advising resources. |
**Recommendation 3:**
Create online math pathways advising flowchart

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<td>What is the strategy? 1-2 bullets describing the “what” (i.e., solution).</td>
<td>Post math pathways. Revise yearly and/or when math pathways changes. Create a user friendly flowchart with links to the courses offered at state institutions. Make this an online resource.</td>
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<td>Why does this recommendation need to be implemented? 1-2 bullets explaining “why” this recommendation needs to be implemented and the impact it will have.</td>
<td>Correctly guide students through their academia career seamlessly. Advisors and students can see which math classes a student is eligible for and what path a student may take.</td>
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<td>Institutional Resources: Advising resources; State: ITS Support, Math Pathways Revisions.</td>
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Example math flowcharts: SUS Saint Petersburg College